

AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION
THE SAFETY OF A REPUBLIC



VOL. XXVIII

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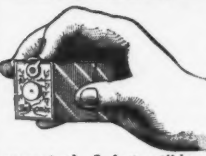
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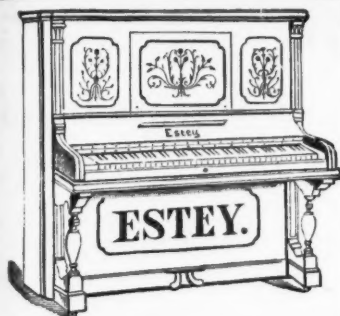
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VOL. XXVIII.

ST. LOUIS, MISSOURI, JUNE 8, 1895.

No. 6



PERRIN & SMITH, PROPRIETORS.
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THE work of the teacher must in these days be both progressive and elastic. His pupils grow mentally and morally, as well as physically. Events should more frequently be his text-books. The living law of growth extends and projects his teaching so as to shape and control all the future of his pupils.

THIS is a time of reformation and not of disintegration. Great currents of men follow great ideas if there is a leader worthy. Our more than four hundred thousand teachers and leaders, which you employ, are they strong and worthy? We know some of them are. Ignorance is a negative, a negative that bars the way to all progress, strength and effective goodness.

INTELLIGENCE, such as we establish in our common schools, gives light and courage and power, too. Our teachers work for and stand for this trinity. Duty is the torch. A serene conscience is their reward, and all too frequently their only heritage.

It is said there are 451 colleges in the United States with an attendance of over 140,000 students, employing over 10,000 professors and teachers.

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This was the most unkindest cut of all.

—Shak.

THE *School Board Journal*, in speaking of the Cleveland Circus, said "it was an interesting meeting. In the discussion of the organization of school systems the School Board was an *unknown quantity*. It was a clear case of Hamlet without the character of Hamlet. The melancholy Dane was left to wonder whether he ever existed. The educational destinies of the universe whirled around the superintendent only.

"A feeble attempt was made by some of the superintendents to combat the report, evidently only with a view to obviate the appearance of one-sidedness, or to dispel a 'cut and dried' flavor. However, they were unanimous on all the essential points, and the superintendent of schools was then and there in line of promotion to be made the 'Czar' of the American public schools."

WHEN we read the rather laxative resolutions passed by the 700 city superintendents in their late meeting in Cleveland, the hyperbole of "the educational destinies of the universe whirling round the superintendent only" strikes one as vivid.

THE school teacher is everywhere and always a lighted torch.

ALL IS WELL.

Since all is well, keep it so.

—Shak.

WE do not now recall when or where we have a better summary of the work done in our common schools than in the "results," as stated by Mr. Albert G. Lane, Superintendent of Schools in Chicago, in the exceeding able and interesting report made by him to the Board of Education in that city.

Mr. Lane says: "Pupils who attend the public schools, whether in Chicago or in any other of the principal cities of the United States, and who complete the primary and grammar course of study, have acquired the power to read intelligently any history and the current literature of the times; they have read and discussed the history of the early discoveries in America, the settlement of the Colonies, the facts of English and American history leading to the Declaration of Independence and the adoption of the Constitution of the United States; they have studied the development of the financial and banking system, the territorial growth, the agitation of great moral questions, and the struggles of a self-governing people to settle controversies which have agitated the nations of the world.

They have become familiar with the organization of the various departments of government, national, state, county, town and city, and have been taught the rights, privileges and duties of American citizens; they have studied the geography of the world, the climate, natural productions, the people, their civilization, and their commercial relations; they have found out the distribution and location of the granites, sandstones, clays, hard and soft coal, oil, gas, iron, copper, silver, gold, woods, grains, vegetables, animals, their quantity, use, and adaptation to man's wants.

They have been trained in the elements of mathematics, so that they can qualify themselves to meet all of the common demands of life which are the outgrowth of human needs; they have the rudiments of knowledge necessary to comprehend the system of taxation to which they are subject, to interpret the market reports of the world, to deal with insurance, borrowing and loaning money, the weights and measures which determine values; they have learned something of form and color, so that they may recognize harmony in construction in their own work and in the work of others; finally, they have acquired *power to think* and to express their thoughts in simple and direct language.

Many mature and critical minds will read this statement of what pupils have acquired who complete the eight years of elementary school work, and they will doubtless say: "If this be true, then all is well."

THE pupils enrolled in the public schools of the country number 13,484,572, taught by 373,210 teachers. When we add the number of teachers in private schools, it makes an aggregate of more than 400,000 instructors—beside the more than 10,000 professors in colleges and universities. The demand for competent instructors is increasing every year.

THE teacher is a sentinel to-day, to-morrow a leader. He not only understands, but recognizes the power of intelligence. He knows intelligence means progress—law, growth, stability, power and safety.

TEACH the children says Plato, that the just man will be happier than he unjust, not simply from the intrinsic working of justice on his own mind, but also from the exterior consequences of justice.

In its School of Pedagogy and in its Summer School of Science, the *University of the State of Missouri* is entering upon the development of one of the most practical and promising of all the forms of University Extension. The local lecture courses throughout the State during the year, as these come to be developed by representatives of the University, will flourish only the better and prove all the more fruitful in consequence of these special summer sessions at the central institution. Even a short residence at the seat of the University on the part of students coming up from different parts of the State must result in their returning with added enthusiasm to their homes to teach and to stir up interest in both elementary and advanced education. The State University of Missouri is rapidly taking rank as one of the most vigorous and progressive of educational centers.

It may be added that Summer Courses are directly in line with the new departure inaugurated by Dr. Harper, at the Chicago University, and generally regarded as of such radical and far-reaching significance.

HERE is another sample from that "dignified and learned body"—the Cleveland Circus. We clip it from the issue of April 11 of the *New England Journal of Education*: "Was, or was not, the editor of the *Journal* justified in suspecting that the men who were trying to enforce 'our claim to our copyright' were seeking to control the Report of the Fifteen, especially when they objected to the appearance of Dr. Harris' part of the Report in a regular issue of the *Journal*? If Messrs. Butler and Maxwell were not seeking to control it, what were they aiming at?"

THE love of wealth says Socrates is distinctly opposed to the love of virtue.

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The heart of brothers govern in our loves
And sway our great designs.

—Shak.

WE are glad to call attention to the meeting of The Pan-American Congress of Religion and Education which will meet in Toronto, Canada, July 18th to 25th, 1895. The Congress will be divided into sections for the discussion of Education, Philanthropics, Temperance and Women's Work, Editors, Publishers and Authors, Sunday-schools, Missions, Young People's Societies and Internal Economy. The managers of the Congress desire to have the fullest interchange of views that is possible along these lines.

The teachers and leading educators of the United States have a vividly pleasant recollection of the hospitality of the beautiful city of Toronto when the great meeting of the N. E. A. was held there.

Again the city of Toronto, with its usual hospitality and enterprise, is making the widest preparations for the greatest educational and religious gathering ever held on this continent.

President Henry Wade Rogers, LL.D., of Northwestern University, Evanston, Ill., will be president of the educational section.

The following are a few of the many prominent gentlemen who promise to participate:

President Wm. R. Harper, Chicago University; Hon. Lyman J. Gage, President First National Bank, Chicago; Col. A. L. Conger, Akron, Ohio; Most Rev John Ireland, Archbishop of St. Paul; Rev. Dr. Francis Ryan, Rector of St. Michael's Cathedral, Toronto; Rev. Dr. Burwash, Chancellor Victoria University, Toronto; Hon. William J. Onahan, Chicago; Rev. Wm. Galbraith, LL.B., Ph. D., President Methodist Conference, Toronto; Rev. Charles S. Eby, D.D., Toronto; Hon. W. T.

Hogg, editor, Chicago; J. B. Merwin, editor *American Journal of Education*, St. Louis.

The railways have granted a reduced rate of one first-class fare plus \$1 00 membership fee for round trip.

Boarding house rates from \$1 00 upwards, and hotels from \$2.00 upwards.

We understand that every county and city government in North America has been individually invited to send delegates to this congress.

For program address the Secretary.

SAMUEL G. SMITH, Pres.,

St. Paul, Minn.

S. SHERIN, Sec'y.,

Rossin House,

Toronto, Canada.

A number of the teachers in Iowa, and the editor of one of our Minnesota Educational Exchanges have timidly peeped an inquiry or two, as to what has become of the money they have paid into the Treasury of the N. E. A. We beg to assure them that they think this money is *safe*, but at the same time, we desire to call their attention to the *fact*, as stated by the tool President at the St. Paul meeting of the N. E. A., that "*all the affairs of the N. E. A. are necessarily in the hands of its officers and committees,*" and yet after a *free admission* to the Cleveland Circus, the editor of the *New England Journal of Education* talks right out loud in meeting, as follows—instead of "sitting down quietly in a row" with the rest of us. This editor says, "A word regarding 'our treasury,' which has \$50,000, yielding about \$2,000 net income, and the president fully expects \$40,000 gross receipts from the meeting at Denver. This is the treasury that is to be protected by requiring the teachers to pay thirty cents in place of ten cents for the Report of Messrs. Harris, Draper,

and Tarbell, so that the treasury may get five cents of the extra twenty cents that the teachers pay!"

'They'—these *unqualified lies*—'originate from a *person* who is endeavoring to print the Report for *his own profit*, and *regardless of the interests of the N. E. A.*'

"Is it not a trifle cruel for the president of the N. E. A. in seeking to secure votes for a specific policy to expose a *person's* private business, revealing the enormous profits accruing from the publication of a bound pamphlet of 148 pages at *ten cents* a copy! From pure philanthropy, Dr. Butler's monthly issued it at *thirty cents*, while from pure greed this 'person' published it at one-third that cost. This exposure is worthy a great philosopher, a great educator, and a great cause!" Is there any further doubt now; can there be any further doubt, that Brown got his hat *chalked*—that is, that he got a free ticket into the Cleveland Circus when he writes "this Circus down" deliberately, as a "dignified and learned body." What sort of stuff does this poet Brown put into the word,—"*learned*" and "*dignified*?"

MR. JOHN C. ELLIS, for many years western manager for Ivison, Blakeman & Co., and for the past five years connected with the American Book Co., has accepted a position with E. H. Butler & Co., as western manager with headquarters in Chicago. Mr. Ellis is one of the best book men in the United States, with an experience of more than twenty years. The many friends of Mr. Ellis will wish him abundant success in his new field.

THE Teachers' Round Table is an unorganized collection of teachers, informal in its nature, composed of men and women who desire to discuss vital topics connected with their profession. Such gatherings are exceedingly useful in making teachers better acquainted with each other's plans and in promoting professional pride in good work.—*Henry Sabin, Iowa.*

THE VALUE OF MANUAL TRAINING.

Thy life is dear; for all that life can rate
Worth name of life in thee hath estimate.

—Shak.

As a *developing* school, the Manual Training School of Washington University has so far achieved a marked success. Of the nearly six hundred graduates a close record has been kept, so that the value of manual training as a preparation for the work of life, has long since passed beyond the experiment stage.

The Manual Training School clearly recognizes the pre-eminent value and necessity for intellectual development and discipline, and while the aim is not to produce mechanics, it does exact close and thoughtful study with both *tools* and *books*. It proposes by lengthening the usual school day a full hour, to find time for drawing and tool-work, and thus to secure a more liberal, intellectual and physical development—a more symmetrical education, and so reaching the one true aim of education, the fullest possible development of the *whole nature* of man. "Put the *whole* child to school," as Prof Woodward has so finely expressed it.

It is not assumed that every boy who enters this school is to be a mechanic. Some will find that they have no taste for manual arts, and will turn into other paths—commerce, law, medicine, or literature. Some who develop both natural skill and strong intellectual powers have already pushed on through the Engineering School into the realms of professional life, and hold high and responsible positions as engineers, architects, and scientists. Others find their greatest usefulness as well as the highest happiness in some branch of mechanical work into which they will readily step when they leave school. All will gain intellectually and morally by their experience in contact with *things*.

The grand result will be an increasing interest in manufacturing pursuits, more intelligent mechanics, more successful manufacturers, better lawyers, more skillful physicians, and more useful citizens.

As showing the value of the training given in this institution and the widely diversified industries in which many of the graduates are employed, we give a brief resume of the alumni as found in the last catalogue:

SUMMARY OF OCCUPATIONS.

ALUMNI OF ST. LOUIS MANUAL TRAINING SCHOOL.

Architects.....	12
Artists.....	3
Bankers or Brokers.....	5
Bookkeepers.....	10
Carpenters.....	1
Clerks (cashiers or stenographers).....	1
Clerks (hardware or manufacturing).....	35
Clerks (railroad or general offices).....	28
Clerks (mercantile).....	31
Commercial Travelers.....	8
Contractors.....	5
Dentists.....	2
Draftsmen (for architects).....	11
Draftsmen (for manufactures or railroads).....	42
Electricians.....	18
Engineers, Civil (with degrees).....	16
Engineers, Mechanical (with degrees).....	11
Engineers, Electrical (with degrees).....	2
Engineers, Mining (with degrees).....	9
Engineers, Assisting (without degrees).....	27
Engineers, Steam.....	1
Farmers or Fruiters.....	8
Foremen (in factories).....	4
Foremen (in drafting or designing rooms).....	4
Insurance.....	4
Librarians.....	2
Lawyers.....	8
Managers or Supts. of Industrial Estab.....	23
Manufacturers.....	23
Merchants.....	21
Machinists.....	8
Mechanics (of other sorts).....	1
Master Mechanic of Railroad.....	1
Physicians.....	12
Real Estate or Loan Business.....	14
Students (the past year).....	91
Teachers.....	30
Unknown or Unemployed.....	29
Deceased.....	14
Counted Twice.....	14

Out of the whole number, a little more than *one-third* have entered upon more or less higher education, general or professional.

Such a partial list from the graduates the first two or three years shows how varied and how widely extended the calls which came for these graduates have been, and each succeeding year during

the past fifteen years of its existence these calls have been most numerous. Was it not a sort of prophecy of this work that led Shakespeare's Ulysses to say that

"No man is lord of anything
Though in and of him there be much consisting
Till he communicate his part to others;
Nor doth he of himself know them for aught,
Till he behold them formed in the applause
Where they're extended; who like an arch reverberates
The voice again; or, like a gate of steel
Fronting the sun, receives and renders back
His figure and his heat."

MORE ABOUT LEAVES.

BY BESSIE L. PUTNAM.

THE leaf blade consists structurally of three parts: the woody framework known as *veins*; the green pulp or *parenchyma* covering it, and the transparent skin or *epidermis* enveloping the whole.

The fibrous framework may be likened to the skeleton of the human body in that it serves as a support and in a certain measure determines the form of the leaf. Though its closer analogy to the circulatory system in conveying sap through its hollow fibers to every part of the leaf, gives to these passages the appropriate term *veins*, and to the system, *venation*.

In a leaf of catalpa or maple, it will be observed that there is a large mid-vein passing through the center of the leaf. Numerous smaller veins divide and subdivide at the sides, finally intersecting. Such leaves are called *net-veined*, and are almost invariably found in plants having two cotyledons.

Monocotyledons, as corn, grasses, lilies and iris, show the venation in straight or nearly straight lines. Such

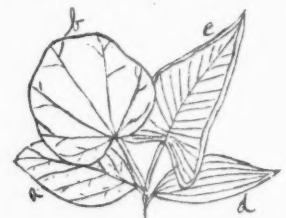


Fig. 1.

leaves are termed *parallel-veined*. Some of these, as the plantain, orchid and corn, show veins extending in straight or slightly curved lines from base to tip; see Fig. 1, *d*. Others, like the calla,

pickerel-weed and banana, are veined in straight lines extending from the mid-vein to the margin, as Fig. 1, *c*. In some instances such leaves, which would otherwise be very easily torn by the wind, are strengthened by a vein bordering the margin. (Observe leaf of calla and some arums).

Net-veined leaves are also of two classes. When, as in Fig. 1, *a*, veins arise at regular intervals from either side of the mid-vein, the leaf is said to be *pinnately* or *feather-veined*. When, as in *b*, the principal veins all arise from the same point at the base, it is *palmately* veined.

As garments cut after the same pattern may differ widely in the manner of finishing, leaves, even though all ovate or lanceolate, may have marginal variations so great as to render them at first glance almost entirely dissimilar. Some of the leading forms are: *entire*, when the edge is straight, Fig. 2, *a*; *serrate*,



Fig. 2.

consisting of saw-teeth pointing forward, *b*; *dentate*, with teeth pointed outward, *c*; *crenate*, when the points are broad and rounded, *d*; *repand* or *undulate* when the margin is wavy, *e*; *sinuate*, when the waves are deeper, *f*; and *incised*, when the teeth are sharp, deep and irregular, *g*. (Let pupils collect leaves of shad, rose, plum, pepper-root, saxifrage, witch hazel, nightshade, holly, several of the maples and oaks, and as many more as they choose, classifying according to venation and then according to marginal variations).

Deeper incisions are called in general terms lobes. When the indentation does not extend more than half way to the mid-rib, they are truly lobed, Fig. 3, *a*; when extending half way or more, and especially when sharp, they are *cleft*, *b*; if extending nearly to the mid-vein, *parted*, *c*; and when quite to it, *divided*.

The various oaks, geraniums, and



Fig. 3

geum or avens furnish familiar illustrations of these types. It will be noticed that while the oaks and geum present marginal variations corresponding to venation, that is, they are *pinnately lobed*, *cleft* or *parted*, those of the geranium and hepatica are *palmately lobed* or *parted*.

Venation.	{	Net-veined.	{ Pinnately. Palmately.
		Paralled-veined.	{ From base to tip. From mid-vein to margin.
Margin.	{	Entire. Serrate. Dentate. Crenate. Repand. Sinuate. Incised. Lobed.	{ Lobed. Cleft. Parted. Divided.

EDUCATIONAL THOUGHT.

AN antidote to cheap, superficial method training for mere show, is the crying need of the times. We have been led widely astray by the luring phantom of a royal road to learning. No such road exists save the truly kingly road of work.—*Professor Bryant*.

THERE is no truth in sarcasm. The teacher who is sarcastic to her pupils will evidently lose their respect and confidence. Character cannot be formed with sarcasm. It is born neither of kindness, generosity, nor love, and it is axiomatic that no teacher can develop or improve the morals of her school unless these qualities are possessed. The untrained mind and heart of a young child are open to all pure and good influences. The true teacher will be

careful that nothing falls from her lips that shall lower herself in the children's estimation.—*Ella M. Powers*.

THE source of all methods that can guide us in the education of our little ones, is largely in the children themselves. We must first study the individual; enter into sympathy with it, and find out the nature of child life and the child mind. Selfishness kills all advancement. Observe the savage—his is the condition in which all humanity once was. The very fact of his being devoid of love and sympathy for his fellows makes him what he is. Our first object is to lead the child into a life of love; and true sympathy is the only means by which we can do it. Pestalozzi was convinced of this when he said, "My heart has changed the condition of my children."—*F. P. Dresslar*, Los Angeles State Normal School.

THE child goes to school to learn through mental development, to be subjected to authority and discipline—attributes that in family belong naturally to the father—and when such responsibilities are undertaken by women in the school room, it should be because of special training and fitness to exercise such authority and to exact obedience. Love and sympathy belong to the mother in the family, and to women generally because they are of the feminine sex, and especially when all other qualifications as teachers are made subordinate to the sex one. It never seems to strike these mothers who are content to have their duties intrusted to a proxy, that "womanly sympathy" divided among fifty-two children belonging to some other woman, distributed over five days of the week, is apt to wear a little bit threadbare and thin.—*Tessa L. Kelso*, Los Angeles Library.



THE METHOD OF CONDUCTING LABORATORY WORK IN EL- EMENTARY CHEMISTRY.

BY MARION E. COX, ST. LOUIS
MANUAL TRAINING SCHOOL.

1. PREPARATION OF THE LABORATORY.

IN the preparation for the laboratory work by the teacher, lies much of the success of her work. The teacher should have all chemicals in readiness and plainly marked, so that there is no need of delay. It is a good plan in a large class to have several sources of supply. Let the pupils first of all know the names of the pieces of apparatus to be used. Let them get their own materials. Let them be as independent as they can be, but let the teacher have her hands free to help them when they fail, as they will.

In teaching practical chemistry to a class of twenty-five boys, there is no difficulty in keeping them in order, and happy, if they are busy. They will be busy if they consider their work interesting and important. Therefore I say, her preparations should be most carefully made before the work begins.

2. THE WRITING OF NOTES.

If you use Remsen's Manual, let the pupils follow his direction without suggestion, except in cases where you know they would not understand or would misunderstand. Let each boy know at the outset, that he is to take notes while he works, and is to keep his eyes wide open through the whole experiment. Have him hand in his original notes, and let him see them carefully corrected in his presence. If he has not seen all

that he should see in the experiment, send him back to do it again. These original notes should be preserved. I have found it expedient to have them kept on block paper, and pasted in the book as soon as they were marked "R." Opposite to these rough notes, I have them write in ink, a full statement of what they do, what they observe, and what they conclude. These second notes must be looked over, for the conclusions will be faulty, more often incomplete and trivial than entirely untrue; but they will certainly need correction. I consider the advance in a boy's ability to see the bearing of an experiment the greatest gain he can make. If he does not know what he is driving at, he had better not drive. There is no better way in which to make the student feel the importance of his work than to make regular and searching examinations of his notebook.

3. KEEPING THE MEMBERS OF A CLASS TOGETHER.

For any successful work in large classes of high school grade, the students must be kept together, though "extra" related experiments on the same subjects may be posted for the ones who are really quicker. There must, however, be a standard of attainment, and if a boy falls below this, it must be considered a failure.

4. THE USE OF THE TEXT-BOOK.

The boys must read their textbooks in connection with their experiments. Usually, I have the experiments made before the text is taken up in class; therefore the students need to have studied beforehand, not to know what results to get, but to know what kind of results to watch for. If you visit the boys while they work, you can find it easy to know whether they have read their textbook or not.

5. QUESTIONS ON WORK PERFORMED.

The quizzes on these experiments must be frequent and rigid. They form a most interesting part of the work. The boy must be able to tell you exactly what he used; what he saw; and what he concluded. He will perhaps tell you that when sugar is heated, it melts and turns black. He does not see that steam is given off, that a brown gas comes off, and that a brown liquid is formed, and finally a black solid is left. There will be rivalry among the students to see who sees the most. It is a good plan to do before the class even a simple experiment, and tell them what *you* see, and write your notes out carefully and fully as models. One method of securing excellent attention in review is to give to the class say fifteen questions, one by one, which they are to answer in as many minutes. It is very exciting and interesting.

6. CHEMICAL EQUATIONS.

In their work with equations, it is a good plan to make the pupils memorize accurately at first, stating always both names and formulas for substances concerned in the reactions. Let them understand that an equation is merely a short way of saying what they know. They will come to use the equations in time, naturally, as they use their tools in the shop.

7. CLASSIFYING.

As soon as possible, let the boys begin to classify what they know. Make them feel always that they are laying up material for original thinking. Let them understand that an acid is made usually in a given way; that there is a general method for making a base, and one for making a salt.

When they take up families of elements, drill on the likenesses, and show them how the differences are to be expected. When they

consider the metals, let them see that for the lighter metals, great activity is to be expected in all directions, and that the activities die out as the metals grow heavier. Let them see that they are studying a science.

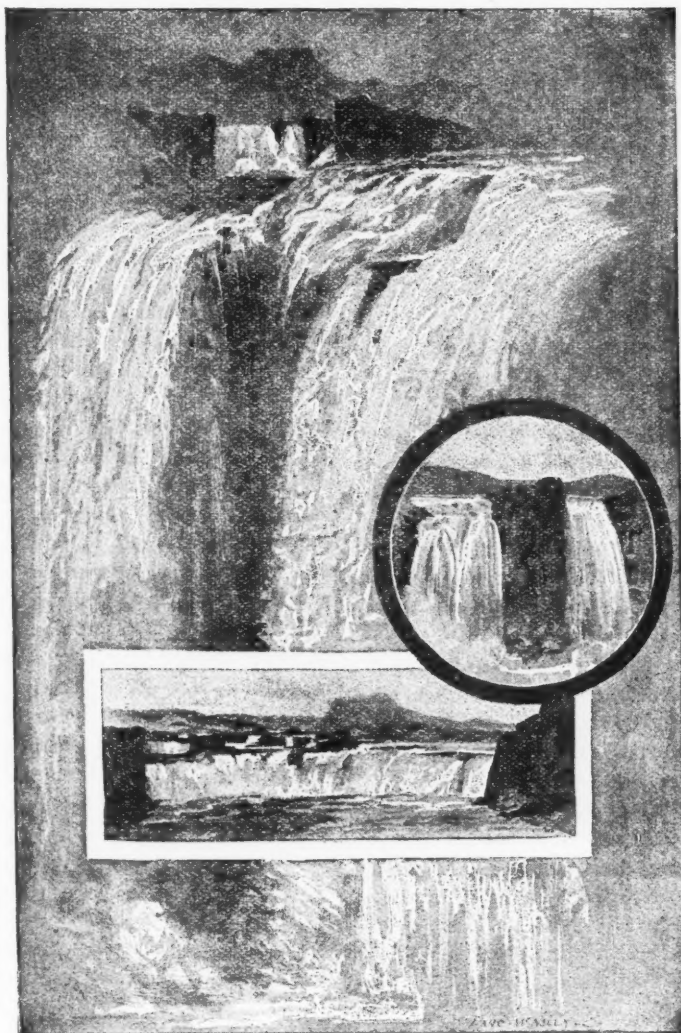
8. TEACHING THE READY USE OF THE METRIC SYSTEM.

Remsen does not furnish any exercises intended to familiarize the student with the metric system. He uses the terms as if they had been learned elsewhere. If they have not been so learned, it is very well to have a series of exercises on that subject made at the very outset of the work. I have my boys measure the lengths of half a dozen objects, and the capacity and weight of as many more, first in the metric system, and then in the English. These measurements in the two systems were put down in parallel columns and the ratio for each set was calculated. In that way, the boys checked their own measurements, and of their own accord made the measurements over whenever they found the coefficients varied too widely. It was interesting work.

THE eye is such a delicate instrument and so easily injured, that it requires the utmost care. So gradually does it become impaired that its impairment is often hard to detect. While we are not opposed to the general use of the blackboard *per se*, yet we fear the constant use of it does injure the eyes of our pupils. Seated as they are, many of them must read what is placed upon the blackboard at long range, and under a bad light. Among school children diseases of the eye are on the increase. In order to avoid this danger we deem it wise to teach our pupils to use properly the text book. There has been an extreme reaction

against the use, or rather abuse, of the text book. We need to teach our pupils how to use a book properly—that is a very practical part of education—to make students of our pupils so that they can utilize the contents of books. In order to lessen this heavy strain upon the eyes, we recommend the use a part of the time of copy-books in writing, of arithmetics, so as to avoid copying so many problems from the blackboard etc. —H. F. Kratz, Supt. Schools, Sioux City, Iowa.

"To build high, make the foundation sure." Mothers and teachers are largely responsible for the formation of character of the children under their care; but how often is the responsibility shirked entirely and the little ones discouraged by continual fault-finding, embittered by harsh words and hardened by unjust punishment, too often inflicted in anger. The world, to-day, is full of wasted, aimless lives, whose childhood promised so much —Miss Fannie E. Miller, North Dakota.



GREAT SHOSHONE FALLS, IDAHO.—Reached via the Union Pacific System.

STATE SUPERVISION FOR
SCHOOLS.

BY W. D. DIXON.

AT the National Convention held at Richmond, Va., resolutions were passed recommending that each State pass a law governing school house construction. It was recommended that a system of ventilation be adopted that would give at least 1,500 feet of air to each pupil per hour. There is no one that understands the need of the school-room better than the superintendent, principals and teachers of our public schools. Their daily work brings them in close contact with the school-room and gives them an opportunity to know their need.

There are thousands of schools in this country that have little or no ventilation at all. From the fact that school boards are continuing to build school houses without properly ventilating them, has demonstrated to school superintendents that something must be done to prevent this gross neglect on the part of school boards, and for this reason they are asking for State supervision.

Massachusetts is said to have the best schools of any State in the Union; not because they spend more money for their school buildings than any other State, but because they have State supervision. Every school built in that State must be ventilated. They have a State inspector, and it is his duty to inspect every school and see that the ventilating system is sufficient to give at least 1,500 feet of air to each pupil per hour.

Superintendents and teachers meet every year to discuss the best way to improve our public school system, and the subject of fresh air in school rooms is now considered one of the most important factors

in promoting the progress of the pupil. It is claimed by some of the best educators that as much as 10 per cent. higher average can be obtained by the pupils attending a school that is properly ventilated and lighted, than in a school that is not, besides it is much less work for the teacher, the pupils are healthier, the attention is better. Some go so far as to say that a school board ought to be indicted that would build a school without a system of ventilation. It is to the teacher, principal and superintendent of schools that we must look for this much needed reform in our schools. They are the ones that know its needs better than any one else, and what they recommend should be carried out by the school board if we want to have good schools. But from the fact that school boards treat the request and recommendation of the superintendent with such indifference, they have been obliged to ask for State inspection.

There is no reason why every school-room should not be well-ventilated and well-lighted. It has been demonstrated time and again that it costs nothing to ventilate a school-room if the building is planned with that object in view, neither does it cost any more to heat the building if it is ventilated than it does if it is not.

In a ten-room school in Streator, Ill., during the month of February, they heated the building with 1,980 pounds of soft coal per day; cost of coal, \$1.50 per ton. During that time they circulated enough air in each room to give 2,000 feet of air to each pupil per hour. (Manner of heating, indirect steam). When it has been shown that fresh air in the school-room is a benefit to teacher and pupil; when it has been demonstrated that it costs no more to construct the building with ventilation than it does without; when it has been

proved beyond a doubt that it costs no more to heat with ventilation than it does without, why do school boards continue to build schools without ventilation is one of the things school boards alone can answer. It is apparent to the majority of superintendents and teachers, that nothing but a State law will bring about this much-needed reform.

Perhaps there is not one school board in a thousand but what would rather build a good school than a poor one, if they knew how. From the fact that school boards are continually changing, they seldom remain long enough on the board to become familiar with all of the work they are called upon to do. Having their own business to look after, they do not have the time to spare to post themselves on the subject they are called upon to decide. Especially is this true when it comes to building a school. How many members of school boards are there that have ever had any experience in building schools? Not many. It is only once in a long time that a small town or village builds a school. When they do build, it is quite an event. As the office of school inspection is a gift of the people, they in turn want to give something in return, consequently there is a natural desire on the part of the board to employ home talent to make the plans. If they happen to have a local architect in the town, there is a prevailing opinion that the work must be given to him. Not because he knows anything about school house work, but because he lives in the town and pays taxes, or perhaps because he helped elect the inspector, or he may have a pull somewhere, as they call it. Anyhow there is a desire on the part of almost every member of the school board to employ home talent, so the work is intrusted to a man per-

haps that knows nothing about school-house work. This may be his first experience, and as the school board themselves do not know what they want, is it any wonder that there are so many poor schools. The only man that really knows anything about what is required is the superintendent. He may be a splendid school superintendent, but know nothing about how to build a school, but he does know this, that a school room should be well lighted and the light should come from the left of the pupil when seated, and he does know that plenty of fresh air in a school-room is very essential, but he does not know how to plan the building to get either good light or plenty of fresh air. So he recommends state inspection, and he is right. With state inspection the local man, if he has ability, will stand just as good a show of getting the work as any one else. If he has no ability, then he will stand no show, and that is as it should be. There is nothing that will give us good ventilated schools so quick as state inspection. More good schools would be built in one short year under state inspection as recommended by the superintendent at Richmond, than can be secured in a life time under the present method of building schools.

PEORIA, ILL., May 15, 1895.

SOCRATES said, "As health is the greatest good, and sickness the greatest evil of body, so justice is the greatest good and injustice the greatest evil of mind. No measure of luxury, wealth or power could render life tolerable, if we lost our bodily health. No amount of prosperity could make life tolerable without mental health or justice. As bodily health is good *per se*, and sickness evil *per se*, even apart from its consequences, so justice also is good in itself, and injustice evil in itself, apart from its consequences."



SCENE IN COLORADO, Reached via the Burlington Route.

ANOTHER ATTRACTION.

Call it a travel that thou takest for pleasure?

—Shak.

THE Chicago & Alton R. R. proposes one of the most unique and delightful trips ever gotten up in connection with the meeting of the N. E. A. at Denver.

It is an extension, or, more properly speaking, an *additional attraction* to the trip to Denver. This is to be a specially conducted tour of thirty days under the personal supervision of Mr. J. J. Grafton.

A special train of vestibuled sleeping cars will leave St. Louis, Tuesday, July 2, 1895, at 8 p.m., via Chicago & Alton Railroad, running solid through to Denver and the City of Mexico, accompanied by a competent corps of assistants, conductors and interpreters which have made Grafton's tours to Mexico during the past eight years so exceedingly popular. No change of cars the entire round trip. This trip is open to all. The special advantage of this trip with this company will be the sight-seeing without delay or extra expense of this marvelous land of the Aztecs. Its antiquities, pyramids, ruined temples and strange civilization, excite the constant wonder of every beholder. In fact, the great traveler and lecturer, Mr. John L. Stoddard, says this trip was "one of the most unique and enjoyable experiences of my life."

To our St. Louis teachers and their friends it may be a matter of interest to know that Mr. George

T. Murphy, Assistant Manager National Educational Association for Missouri, will, in all probability, be a member of the Denver-Mexico party, and it is hoped that St. Louis will send a goodly delegation on a trip that promises so much at so little cost, considering the large scope of country it will cover, and the many educational and historical features included in the itinerary.

A number of scientific men and women will also be members of the party, whose companionship will be found instructive and congenial. It promises to be one of the most pleasant outings imaginable, and the first one to Mexico ever arranged for, in the summer season—the most opportune time for teachers.

Please do not hesitate to write regarding the trip to J. J. Grafton, 414 Marquette Building, Chicago; J. M. Hunt, City Passenger and Ticket Agent, 216 N. Broadway, St. Louis, Mo.; Robert Somerville, General Agent Pass. Dept., 101 Adams Street, Chicago, Ill.; D. Bowes, General Western Passenger Agent, St. Louis, Mo.; James Charlton, Gen. Pass. and Ticket Agent, Chicago, Ill.

SECOND INTERNATIONAL CONFERENCE EPWORTH LEAGUE.

Chattanooga, Tenn., June 27-30, 1895.

On June 25th, 26th and 27th the Mobile & Ohio will sell tickets from all coupon stations, at rate of one fare for the round trip, good for fifteen days from date of sale, with privilege of extension of time fifteen days longer.

CONCERT READING AND RECITATION.

By the Author of "Preston Papers," 37 West 14th St., New York.

There are strong arguments for and against this method (which should always be used as an auxiliary, never as a "principal part") in all grades. If you have "backward" pupils who are either dull or timid, or both, it is a real boon to them, for their individuality is lost in the general enthusiasm of class work. This is, however, a strong argument against too much of it—for teaching must be individualized, to be of value, and machine work must not predominate, to say the least. While the expression in reading will have been found to improve by concert reading, care must be observed that no one depends upon the class for his own direction as to tone, style, time, key or power. In giving a bird's-eye view of coming lesson, bridging over difficulties that must be understood, before progress is had, concert recitations are found very helpful, especially in reading, spelling, (orally) etc. In reading there is another argument in its favor, if not used exclusively, but after the day's lesson: *practice*. A class may "review" the entire selection of a concert reading in a few moments. "We learn to do by doing," and this gives greater opportunity for practice than individual work can, especially in large classes, it carries a corresponding advantage.

It also gives opportunity for impersonal criticism, which is always helpful. "Some one is reading a little bit too rapidly." I hear one voice that is pitched too high. "Somebody is careless in articulation." Do I hear someone who is about half a syllable behind the rest?" will carry the criticism home and hurt no one's feelings. Thus, individual faults may be pointed out, but not pointed at, saving humiliation and perpetuation. Voices may be harmonized, harsh ones made melodious, shrill ones toned down, and all made to blend in unison time. Try it—but *don't overwork it*.

A TALK TO OUR SCHOOL GIRLS.

A FEW days ago our social editor was describing very prettily the easy manners and politeness of our boys and our girls in the schools of to-day. Said he: "Take the young men of our own high school for example. They meet a lady, young or old, on the street, and how nicely they tip the hat and give her the walk." A good

natured gentlemen who lives in the second ward, and who has to pass down Third street on his way home at the noon hour, said: "Young man, let me relate to you a little experience. I don't want to complain, for if there is anything dear to my heart it is the school boys and school girls of our own Wabasha. I have known them since infancy, and I love them, boys and girls alike, and anything I may say will not be said in a spirit of faultfinding. I meet the school boys and school girls on their way home from school; of the boys I have nothing to say. The young ladies walk in groups of twos and threes and fours, and they turn neither to the right nor the left, but walk on as if the world and all in it belonged to them. The result is that I and other business men have either to leave the walk or take another street. I would willingly give the entire walk to any lady if she needs it, but they should have some respect for the rights of others and make at least an effort to share the walk. I know the poor dears are not selfish, but instead, thoughtless." Our editor was astonished and somewhat crestfallen, and all he could say was, "Well, is that so?" And now, girls, we ask the question of you: "Is that so?" Must the bread-winners of the city be turned out into the street while the school girls monopolize the whole walk? Is this true politeness? We are all ready and willing to give you the entire walk, but do you want it, and is it to your best interests that this element of selfishness be cultivated?—*Ex. Co. Supt. Keating, Wabasha Herald.*

WANTED.

A boy for office work; no whistler need apply;
I've had as much of that thing as ever I mean to try;
I've had my fill of "Comrades," and also in its day,
Have sunk beneath an onslaught of "Ta-rara-boom-de-aye."
I've listened to the "bow'ry" till I thought my head would split,
To "Huckleberry Do"—and I've had enough of it.
I've had a dose of "Bow-wow," of "Little Girls in Blue,"
"After the Ball," "The Cat Came Back," and "A Bicycle Built for Two."
And, as I say, I've had enough and now whate'er the rage is,
The boy 'round here who picks it up can whistle for his wages.

—Elizabeth L. Sylvester, in *Frank Leslie's Weekly*.

THE YOUNG TRAMP.

Youngster, yer pale, and don't look well!
What, way from Bosting? Naow, dew tell!

Why, that's a hundred mile or so;
What started yer, I'll like to know,
On sich a tramp; got goods ter sell?

No home, no friends? Naow that's too bad!

Wall, cheer up boy and don't be sad;—
Wife, see what yer can find to eat,
And put the coffee on ter heat—
We'll fix yer up all right, my lad.

How came yer so bad off, my son?
Father was killed? Sho'; whar? Bull Run?

Why, I was in that scrimmage, lad,
And got used up, too, pretty bad;
I shan't forget old 'sixty-one!

So yer were left in Bosting, hey!
A baby when he went away?

Those Bosting boys were plucky,
wife,
Yer know one of 'em saved my life,
Else I would not be here to-day.

'Twas when the "Black Horse Calvacade

Swept down upon our small brigade,
I got the shot that made me lame,
When down on me a trooper came,
And this 'ere chap struck up his blade.

Poor feller! He was stricken dead;
The trooper's saber cleaved his head;
Joe Billings was my comrade's name,
He was a Bosting boy, and game!
I almost wish I'd died instead.

Why, lad! what makes yer tremble so?
Your father! What, my comrade Joe?
And you his son? Come to my heart.
My home is yours. I'll try, in part,
To pay his boy the debt I owe.

—Charles F. Adams.

Southern N. E. A. Special via World's Pictorial Route.

The N. E. A. Managers for the States of Kentucky, Tennessee, North and South Carolina, Georgia, Florida, Alabama, Mississippi and Louisiana have all arranged to meet at Kansas City en route to Denver meeting, leaving that city on Special Trains via the Union Pacific System, these trains to be known as the Southern N. E. A. Specials, and will run on special time under charge of special agents and messengers leaving Kansas City 7 P. M., Sunday, July 7th, arriving at Denver at noon, Monday, July 8th. Special Sleepers and Chair Cars will be run from leading points in above states to connect with the above Specials at Kansas City and some of the leading points in the South, such as Birmingham, Atlanta, Memphis, New Orleans, Louisville, Nashville, special through trains consisting of Pullman Sleepers, Baggage, Smoking Cars, Day Coaches and Reclining Chair Cars will run through to Kansas City and Denver without change.

FIVE cents saved on soap; five dollars lost on rotted clothes. *Is that economy?* There is not 5 cents difference between the cost of a bar of the poorest soap made and the best, which is, as all know, Dobbins' Electric.

A RECITATION.

Thou invisible spirit of wine
If thou hast no name to be known by
Let us call thee—devil!

—Shak.

SATAN'S "WANT AD."

Johnson, the drunkard, is dying to-day,
With traces of sin on his face;
He'll be missed at the club, at the bar,
at the play;

Wanted: A boy for the place.

Simons, the gambler, was killed in a
fight,

He died without pardon or grace,
Some one must train for his burden and
blight;

Wanted: A boy for his place.

The scoffer, the idler, the convict, the
thief,

Are lost; and without any noise
Make it known, that there come to my
instant relief

Some thousands or more of the boys.

WILL IT BE YOUR BOY?

Boys from the fireside, boys from the
farm,

Boys from the home and the school,
Come, leave your misgivings, there can
be no harm

Where "lunk and be merry's" the
rule.

Wanted: For every lost servant of mine,
Some one to live without grace,
Some one to die without pardon Divine—
Will you be the boy for the place?

—Hattie Horner Louthan, in *Chicago
Record*.

SPRING CLEANING.

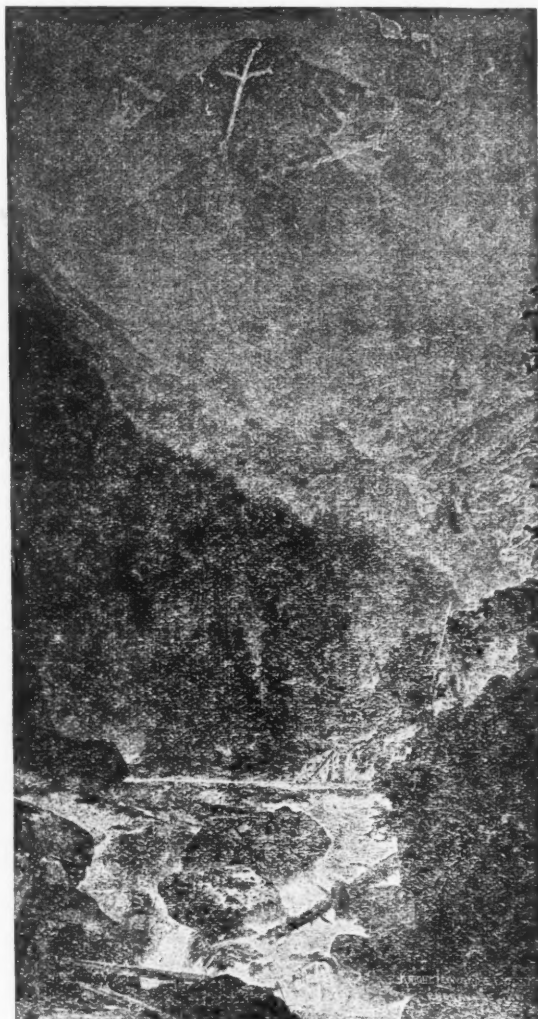
SAM WALTER FOSS.

Yes, clean yer house, an' clean yer shed,
An' clean yer barn in every part;
But brush the cobwebs from yer head,
An' sweep the snowbank from yer
heart.

Jes' w'en spring cleanin' comes aroun'
Bring forth the duster an' the broom,
But rake your foggy notions down,
An' sweep yer dusty soul of gloom.

Sweep ol' ideas out with the dust
An' dress the soul in every style,
Scrape from yer min' its wornout crust
An' dump it in the rubbish pile.
Sweep out the dates that burn an' smart,
Bring in new loves serene an' pure,
Aroun' the hearthstone of the heart
Place modern styles of furniture.

Clean out yer moril cubby holes,
Sweep out the dirt, scrape off the slum!
Tis' cleanin' time for healthy souls;
Get up and dust! The spring hez come!



MOUNT OF THE HOLY CROSS, COLORADO —Seen from the Union Pacific System.

Clean out the corners of the brain,
Bear down with scrubbin'-brush and
soap,
An' dump ol' fear into the rain,
An' dust a cozy chair for Hope.

Clean out the brain's deep rubbish hole,
Soak every cranny, great an' small
An' in the front room of the soul
Hang pootier pictures on the wall.
Scrub up the winders of the mind,
Clean up, an' let the spring begin;
Swing open wide the dusty blind,
An' let the April sunshine in.

Plant flowers in the soul's front yard,
Set out new shade and blossom trees,
An' let the soul once froze and hard
Sprout crocuses of new idees.
Yes, clean yer house an' clean yer shed,
An' clean yer barn in ev'ry part;
But brush the cobwebs from yer head
An' sweep the snowbanks from yer
heart.

—Yankee Blade.

The Hahnemann Medical College,
of Chicago.

In the erection of its new buildings
at a cost \$150,000, nothing was omitted
that could be of service to the teaching
facilities. The hospital, one of the
finest in the country, is owned and con-
trolled by its board of trustees, and
elaborately fitted with every conven-
ience and luxury for the sick. The
experienced college staff are on daily
duty in its wards and private rooms,
thus ensuring the most skillful treatment
for its patients, and the most modern
instruction for the college classes.

Rare forms of disease and trying
surgical cases are continually being
referred to it by its numerous Alumni
from all parts of the country, so that
its reputation is constantly growing.

For information concerning the col-
lege or hospital address JAS. B. COBB,
M. D., 2813 Cottage Grove Ave., Chicago.



GEOGRAPHY.

Each of the following questions has 10 credits assigned to it.

1. define *a* the Tropics, *b* strait, *c* plateau.
2. What is the effect produced by *a* the rotation of the earth; *b* the revolution of the earth?
3. Give two reasons why the people of the temperate zone are generally more industrious and enterprising than those of the torrid zone.
4. Irrigation is required to make agriculture possible on the west side of the Chilian Andes. Explain.
5. What city of the United States is now *a* the greatest lake port in the world; *b* the greatest cotton market?
6. Locate the following cities and state for what each is noted: *a* Ottawa, *b* Fall River, *c* Tacoma.
7. Mention two natural causes that have contributed to the growth of London.
8. Mention three great seas of the eastern continent in about the latitude of Lake Erie.
9. In what part of the State of New York and on what water is each of the following: *a* Plattsburgh, *b* Tonawanda, *c* Oswego, *d* Schenectady, *e* Elmira?
10. Mention one important seaport of Germany and three principal exports of that country.

ANSWERS.

1. *a* They are two parallels, one $23\frac{1}{2}^{\circ}$ north of the equator, the other $23\frac{1}{2}^{\circ}$ south of the equator, marking the limits north and south of the vertical rays of the sun. *b* A narrow channel of water connecting two larger bodies of water. *c* A high plain or table land.
2. *a* Day and night. *b* The change of seasons.
3. Because the climate of the torrid zone is not so enervating, and because much more work is required in that zone to provide the necessities and comforts of life.
4. The prevailing rain-bearing winds



TOLTIC GORGE, Reached by the Burlington Route.

blowing from the east are deprived of their moisture by the cold tops of the Andes; hence little rain falls along the Chilian coast.

5. *a* Chicago. *b* New Orleans.
6. *a* In the southern part of Ontario; the capital of Canada. *b* In the north-eastern part of Massachusetts; noted for cotton manufactures. *c* In the western part of Washington; noted for being the western terminus of the Northern Pacific railroad, and for having a fine harbor.
7. The Thames river, nearness to the sea, easy access to the continent of Europe, proximity of rich agricultural territory.
8. Adriatic sea, the Black sea, the Caspian sea.
9. *a* In the northeastern part, on Lake Champlain. *b* In the western part, on the Niagara river. *c* North of the central part, on Lake Ontario. *d* In the eastern part, on the Mohawk river. *e* In the southern part, on the Chemung river.
10. *a* Hamburg and Bremen. *b* Grain, sugar, beer, wine; and cotton, woolen, and silk manufactures.

GRAMMAR.

1. Land of the West! though passing brief the record of thine age,
2. Thou hast a name that darkens all on History's wide page!
3. Let all the blasts of fame ring out—thine shall be loudest far;
4. Let others boast their satellites—thou hast the planet star.
5. Thou hast a name whose characters of light shall ne'er depart;
6. 'Tis stamped upon the dullest brain, and warms the coldest heart;

7. A war-cry fit for any land where Freedom's to be won;

8. Land of the West! it stands alone—it is thy Washington.

ELIZA COOK.

The first 7 questions refer to the above selection.

Each of the following questions has 10 credits assigned to it.

1. Classify according to notes 1 and 2 the following clauses: *a* *Brief* (be) *record* (line 2); *b* *That darkens* (line 3); *c* *Let blasts ring* (line 5); *d* *Characters shall depart* (line 9-10); *e* *Freedom's to be won* (line 14).
2. Give three modifiers of *record* (line 2); *b* two modifiers of *characters* (line 9).
3. What does each of the following modify? *a* *passing* (line 1); *b* *all* (line 5); *c* *on page* (line 4); *d* *far* (line 6); *e* *fit* (line 13).
4. Select an example of each part of speech found in the selection.
- Give the voice of the following verbs: *a* *hast* (line 3); *b* *darkens* (line 3); *c* *is stamped* (line 13); *d* *warms* (line 12); *e* *to be won* (line 14).
6. Give the mode and tense of the following verbs: *a* *let* (line 5); *b* *shall be* (line 6); *c* *to be won* (line 14).
7. Give the syntax of *a* *Land* (line 1); *b* *Freedom* (line 14); *c* *Washington* (line 16).
8. Give the four principal parts of *a* *go*: *b* *sit*, naming the parts.
9. Give an example in a sentence of an adjective *a* in the comparative degree; *b* in the superlative degree.
10. The object of a preposition may be *a* a noun; *b* a pronoun; *c* a clause. Give an example of each.

ANSWERS.

1. *a* Adverbial. *b* Adjective. *c* Principal. *d* Adjective. *e* Adjective.
2. *a* The adjectives *the* and *brief*, and the adjective phrase *of age*. *b* The possessive *whose* and the adjective phrase *of light*.
3. *a* *Brief*. *b* *Blasts*. *c* *All*. *d* *Loud-est*. *e* *War-cry*.
4. Answers may differ.
5. *a* Active. *b* Active. *c* Passive. *d* Active. *e* Passive.
6. *a* Imperative, present. *b* Indicative, future. *c* Infinitive, present.
7. *a* Nominative by direct address. *b* Subject of *is*, nominative case. Attribute (predicate noun), nominative case.

8. Indicative mode. Participle.

Present, past, Present, past,
Go, went, Going, gone,
Sit, sat, Sitting, sat.

9. *a* Ex. Plantium is heavier than gold, *b* Hydrogen is the lightest known substance.

10. Ex. He came to the house and brought the book to me. *b* I came to you. *c* The success of the school depends upon who is principal.

METHODS AND SCHOOL ECONOMY.

Each of the following questions has 10 credits assigned to it.

1. Name advantages of asking questions the answers to which are to be given after investigation by the pupils.

2. Name some of the advantages of cultivating the powers of observation.

3. *a* What qualifications distinguish the accomplished teacher? *b* How may they be acquired?

4. The teacher can scarcely ask himself a more important question than this: "What is the natural order of presenting a given subject?" Why is this an important question?

5. Name three qualifications a teacher should have properly to conduct a recitation.

6. State objections to allowing members of a class to answer questions simultaneously.

7. How should the pronunciation of difficult words be taught in primary grades?

8. In oral spelling what direction should be adhered to as to manner of pronunciation on the part of the teacher, and trial of spelling on the part of the pupil?

9. Name qualities of penmanship resulting from a good method of teaching the subject?

10. What should be the aim in primary language lessons?

ANSWERS.

1. It puts the minds of the pupils into a state of vigorous activity. Investigation carried on at home awakens the interest of parents and patrons.

2. It discloses to the pupil the wonders and plans of nature. It teaches him to see and think for himself.

3. *a* Thorough scholastic attainment combined with the ability to impart instruction to others. *b* By study. By recalling the operations of one's own in acquiring knowledge in childhood.

4. Because the science of teaching depends upon the correct answer to this question.

5. Thorough understanding of what he attempts to teach. Correct method of presentation. Special preparation for the particular recitation. He should have proper animation.

6. It destroys independence in the pupils. It makes pupils indolent. It does not give a good opportunity to test the ability of individuals. It tends to beget confusion in the recitation.

7. Unless the pupils are sufficiently advanced to consult the dictionary, or to determine the pronunciation by the use of diacritical marks, let the teacher pronounce the word, then the class, then individuals of the class, until all can pronounce it readily.

8. The word should be pronounced correctly, just as it would be pronounced by a good reader, and the pupil should spell the word once only.

9. Legibility, uniformity, rapidity.

10. To enlarge the circle of the pupil's knowledge respecting the objects brought under injury. To impart knowledge rightly, and to train the powers of the pupil in correct expression of his own thought.

PHYSIOLOGY AND HYGIENE.

Each of the following questions has 10 credits assigned to it.

1. Mention four divisions of the alimentary canal.

2. *a* What name is applied to the veins that lead from the lungs to the heart? *b* What is the color of the blood that flows through them?

3. In what class of blood vessels does arterial blood change to venous blood?

4. Mention a common article of food in which *a* the albuminoid element predominates; *b* the starch element, *c* the fat or oil element.

5. A fat man in normal health will endure starvation longer than a lean man. Give the physiological explanation of this fact.

6. The action of the saliva in the digestion of food is partly mechanical and partly chemical. State how a liquid freely used in rapid eating may be a substitute to produce the mechanical effect of saliva but not the chemical effect.

7. What is the function of *a* the cuticle, *b* the periosteum?

8. Why are rubber overcoats and rubber overshoes harmful to health if not removed when the necessity for their use has ceased?

9. Mention some of the beneficial effects of exercise.

10. What hygienic principle governs the trainers of athletes in forbidding the use of stimulants to men under their care?

ANSWERS.

1. Mouth, pharynx, œsophagus, stomach, small intestine, large intestine.

2. *a* Pulmonary veins. *b* Bright red.

3. In the capillaries.

4. Answers will differ.

5. Fat is stored-up food, and the fat man having a larger supply of this food will endure starvation longer than the lean man.

6. A liquid freely used in rapid eating produces the mechanical effect of saliva in softening the food, but it is incapable of producing the chemical effect of converting starch into sugar.

7. *a* To protect the cutis. *b* To protect the bones and to afford a means of supplying them with nourishment.

8. Being impervious, these fabrics prevent the evaporation of perspiration, causing the skin to re-absorb some of the excretive poisonous matter, and the apparel to become damp.

9. It strengthens the muscles, improves the circulation, promotes digestion, prevents the accumulation of fat.

10. The greatest strength and the steadiest nerve are developed without the aid of stimulants.

Spelling.

Each of the following words has two credits assigned to it.

- | | |
|-------------------|------------------|
| 1. basis, | 26 sensible, |
| 2. creditable, | 27. intelligent, |
| 3. refinement, | 28. fortunate, |
| 4. flourish, | 29. suspension, |
| 5. exclusively, | 30. discipline, |
| 6. sufficient. | 31. assault, |
| 7. addition, | 32. wilful, |
| 8. infliction, | 33. deliberate, |
| 9. decreased, | 34. control, |
| 10. consequent, | 35. amusing, |
| 11. physical, | 36. Alaska, |
| 12. legitimate, | 37. anticipate, |
| 13. monstrous, | 38. experiment, |
| 14. bureau, | 39. rancorous, |
| 15. generally, | 40. surrounded, |
| 16. successor, | 41. adjourned, |
| 17. accomplish, | 42. humanity, |
| 18. applied, | 43. dismissal, |
| 19. profitable, | 44. serious, |
| 20. accommodate, | 45. aspersion, |
| 21. capacity, | 46. equipped, |
| 22. imagine, | 47. society, |
| 23. existed, | 48. subscribing, |
| 24. Chattaraugus, | 49. leisure, |
| 25. various, | 50. singular. |

AMERICAN HISTORY.

Each of the following questions has 10 credits assigned to it.

1. In the service of what country was each of the following explorers, and what part of America did each explore: *a* Narvaez; *b* John Cabot; *c* Cartier; *d* La Salle? Select for answer any three of the four mentioned names.

2. Name *a* the New England States and *b* the Southern States which were of the thirteen original colonies.

3. During the first half of the eighteenth century (1701-1751), what nation held possession of *a* the principal West India Islands; *b* the colony of New York; *c* Canada; *d* Rhode Island?

4. For what particular event or circumstances during the Revolution was each of the following places on the Hudson notable: *a* Schuylerville; *b* Kingston; *c* West Point?

5. In the Revolutionary war who were *a* the Hessians; *b* the Tories?

6. *a* What State was bought from Spain? *b* What State was first admitted from territory bought from France? *c* What was the first State admitted on the Pacific coast?

7. *a* Name the States in which each of the following uprisings have occurred: Shay's Rebellion; the Whiskey Rebellion. *b* Selecting one of the above events state the cause and result of the disturbance.

8. *a* In what part of the Civil War, at the opening, middle, or close, was the famous "march to the sea" made? *b* Who commanded the United States army in that expedition?

9. *a* What battle of the Civil War marks the most northerly point reached by the Southern army? *b* Who commanded the Southern army in this battle?

10. Classify under the heads of *a* orators, *b* novelists, *c* poets, the following Americans: John G. Whittier, Wendell Phillips, Nathaniel Hawthorne, Edgar Allen Poe, J. Fennimore Cooper.

ANSWERS.

1. *a* Spain; the coast of the Gulf of Mexico. *b* England; the northern Atlantic coast. *c* France; the valley of the St. Lawrence. *d* France; the valley of the great lakes and that of the Mississippi.

2. *a* New Hampshire, Massachusetts, Rhode Island, Connecticut. *b* Virginia, North Carolina, South Carolina, Georgia.

3. *a* Spain. *b* England. *c* France. *d* England.

4. *a* It was the scene of Burgoyne's surrender. *b* The State Legislature met there; it was burned by the British. *c* Its attempted betrayal by Arnold.

5. *a* Soldiers from Germany hired by the English. *b* Residents of the thirteen States who favored or fought for the English.

6. *a* Florida. *b* Louisiana. *c* California.

7. The former in Massachusetts, the latter in Pennsylvania. *b* Answers will differ.

8. Toward the close. *b* General Sherman.

9. Gettysburg. *b* General Lee.

10. *a* Phillips. *b* Hawthorne, Cooper. *c* Whittier, Poe.

ARITHMETIC.

Each of the following questions has 10 credits assigned to it.

1. Define *a* cancellation; *b* exact divisor.

2. *a* Reduce $\frac{1}{3\frac{1}{2}}$ to the form of a decimal. *b* $\frac{2}{3}$ of $\frac{3}{8}$ of a number is what per cent. of that number?

3. *a* $95 \div \frac{1}{12}$ of $\frac{1}{10} = (?)$
b $\frac{3}{8} \times \frac{5}{11} \div \frac{1}{13} \div 16\frac{1}{2} = (?)$ (Solve by cancellation).

4. *a* Find the prime factors of 7,462. *b* Find an exact divisor of $\frac{1}{12}$.

The premium on a policy of insurance at $\frac{3}{4}\%$ is \$27.37 $\frac{1}{2}$. Find the amount of the policy.

5. Find the interest on \$196, for 9 mo. 1 da., at $3\frac{1}{2}\%$ per annum.

7. The bank discount on a note discounted 2 mo. 12 da. before it was due, at 6% per annum, was \$2.34. Find the face of the note.

8. The base and hypotenuse of a right-angled triangle are respectively 7.6 inches and 9.5 inches. Find the perpendicular.

9. How many tons of water will fill a tank 11 ft. 8 in. by 3 ft 6 in. by 2 ft. 3 in., if the weight of a cubic foot of water is 1,000 ounces?

10. Required the ratio of 3 rd. to $1\frac{1}{2}$ mi.

ANSWERS.

1. Cancellation is the process of rejecting equal factors from numbers sustaining the relation of dividend and divisor. *b* An exact divisor of a number is any divisor that will give a whole number for a quotient.

2. *a* .09375. *b* $7\frac{1}{2}\%$. 3. *a* 113. *b* $\frac{1}{11}$.
4. *a* 2, 7, 13, and 41. *b* Answers will differ. Ex. $\frac{1}{3}$. 5. \$3,650. 6. \$5.16.
7. \$195. 8. 5.7 inches. 9. $2\frac{2}{3}$ T.
10. $1\frac{1}{2}$.

CIVIL GOVERNMENT.

Each of the following questions has 10 credits assigned to it.

1. Show that the town government is in the nature of a democracy, while that of the county is representative.

2. Illustrate the difference between real and personal property tax.

3. Name the several courts in the system of courts for this State.

4. State one duty of the county judge.

5. United States Senators are required to have been citizens of the United States nine years prior to their election. Why?

6. State whether by election by the people, or by appointment by the Governor, the following respectively obtain their office: *a* Secretary of State; *b* Superintendent of Public Works; *c* Comptroller; *d* Superintendent of Insurance; *e* Attorney-General.

7. From what source does the State Legislature derive its authority to enact laws?

8. At a Republican caucus a man presenting his vote was challenged and the following questions asked him: "Did you vote the Republican ticket at the last general election?" "Do you intend to support the candidates of the Republican party at the coming election?" Why was this a test of his right to vote at the caucus?

9. According to the United States Constitution, no States shall enter into any treaty, alliance, or confederation. Why?

10. By what authority are *a* counties formed; *b* towns?

ANSWERS.

1. The town laws and the town taxes are voted upon by the qualified voters at a general town meeting, while in the county the representatives of the people as a board of supervisors enact laws for and vote taxes upon the county.

2. Answers will differ.
3. Police, Justice's, County, Surrogate's, Supreme, Court of Appeals.
4. Answers will differ.
5. Since they with the President make treaties, they should have been citizens sufficiently long to have removed from their minds any prejudice in favor of their native land.
6. *a* By election. *b* By appointment. *c* By election. *d* By appointment. *e* By election.
7. From the State Constitution.
8. Because a caucus is an assembly of the voters of any one party, and to have a right to vote at the caucus in question, the man must be affiliated with the party calling the caucus.
9. In order that one State may not by treaty, alliance, or confederation gain advantage for itself to the possible disadvantage of the other states.
10. *a* By an act of the Legislature. *b* By an act of the Board of Supervisors.

CURRENT TOPICS.

Of the following questions candidates will answer only eight, to each of which twelve one-half credits will be given.

1. Mention an incident that has recently brought the "Monroe Doctrine" into prominence.
2. *a* What member of President Cleveland's cabinet recently resigned? *b* Who was chosen to fill the vacancy?
3. What eminent German statesman's birthday was recently celebrated?
4. What public position is held by Hamilton Fish?
5. *a* What disaster recently befell the war ship *Reina Regenta*? *b* To what nation did it belong?
6. Name one important measure affecting New York city that has been before the legislature during the past month?
7. At what place will the National Educational Association be held in July next?
8. Congress has passed an enabling act admitting a territory to statehood. Name the territory.
9. What American vessel was recently fired upon? *b* To what country did the aggressive vessel belong?
10. What misfortune recently happened to Li Hung Chang, the peace envoy sent by China to Japan?
11. State briefly the cause of the riot that recently took place in New Orleans.



MOUNTAIN GORGE, COL.

ANSWERS.

1. The Nicaraguan and Venezuelan affairs.
2. *a* Hon. Wilson S. Bissell. *b* Hon. Wm. L. Wilson.
3. Prince Bismarck's. 4. Speaker of the Assembly.
5. *a* It was sunk in the Mediterranean Sea with about four hundred people on board. *b* Spain.
6. Bi-parisan Police Bill, Police Justice's Bill.
7. Denver, Colo. 8. Utah. 9. *a* Alianca; *b* Spain.
10. He was shot by a Japanese.
11. Labor difficulties aggravated by the substitution of negro laborers for whites in loading vessels.

THRILLING STORY OF HEROISM.

THE account of how a German sailor rescued another in peril, and found the man he had saved to be his own brother, whom he had thought drowned years before, comes from Schleswig, Holstein. A cable dispatch to the New York *Sun* tells the story:

One stormy morning during that stormy first week in February, a fishing village was awakened by a gun-shot off the coast. Hastening to the beach, the people saw a ship wrecked on a reef a mile away. The crew where in the rigging. A lifeboat was run out, but Harro, the leader of the crew, was absent.

Eight men, however, rowed out to the wreck. The crew were got into the lifeboat, with the exception of one who was lashed high up on a mast. He was half frozen, and as the storm was increasing and the lifeboat, overloaded as it was, decided that he could not be taken off. When the lifeboat returned to the

shore Harro had arrived. He asked whether every one had been saved, and was told that one remained.

"I will fetch him," said Harro, "will you go with me?"

The men refused, saying that it was impossible.

"Then I will go alone," and sprang into the lifeboat. At this moment his mother came running down and begged him not to venture out, reminding him that both his father and his brother Uwe had been drowned. Uwe was his youngest brother, and as he had not been heard from for years he was supposed to be dead.

"For love of me," Harro's mother begged, "don't go."

"But the man on the mast!" exclaimed Harro. "Are you sure he has no mother to mourn his death?"

Harro's mother said no more, and her son and four other men set out for the wreck, which was now quite under water. The waves were so furious that it was difficult to approach. At last the lifeboat reached it, and Harro climbed the mast and fetched the half-frozen man down. He was laid in the bottom of the lifeboat, and Harro bent over him and remained so until the boat was so near shore that his voice could be heard. Then he waved his cap and shouted:

"Tell my mother we have saved Uwe!"

THE United States School Furniture Co., of Chicago, is doing an immense business, not only in supplying desks and seats, but every thing needed in schools. They report a large and growing trade in flags. We hope every school in the country will soon be the owner of a flag.

BLESSED is the man who trieth not for the school in his own district, nor standeth in the way of the boy or girl fresh from the six weeks' stuffing school, nor sitteth down in the soft nest prepared for the trustee's daughter. —*Ex.*

Beware of Ointments for Catarrh that contain Mercury,

as mercury will surely destroy the sense of smell and completely derange the whole system when entering it through the mucous surfaces. Such articles should never be used except on prescriptions from reputable physicians, as the damage they will do is ten fold to the good you can possibly derive from them. Hall's Catarrh Cure, manufactured by F. J. Cheney & Co., Toledo, O., contains no mercury, and is taken internally, acting upon the blood and mucous surfaces of the system. In buying Hall's Catarrh Cure be sure you get the genuine. It is taken internally and made in Toledo, Ohio, by F. J. Cheney & Co. Testimonials free. Sold by Druggists, price 75c per bottle.

Talks with Teachers

WHO are the Judges of the U. S. Supreme Court? W. G. B.

Answer.—Melville W. Fuller, Chief Justice, of Illinois; Stephen J. Field, of California; John M. Harlan, Kentucky; Horace Gray, Massachusetts; David J. Brewer, Kansas; Henry B. Brown, Michigan; George Shiras, Jr., Pennsylvania; Howell E. Jackson, Tennessee; Edward D. White, Louisiana.

COUGHT a schoolroom floor and windows to be washed more than once a year? That is all that my room is ever washed.

COUNTRY TEACHER.

Answer.—A schoolroom should have the floor and windows washed as often as the ordinary family home has its bare floors and windows washed. There is no reason why the schoolroom floors and windows should not be kept as neat and clean as any house in the neighborhood. As a matter of fact, about all you can hope for is a washing four times a year, or possibly once a month.

WHAT are the oldest universities in the United States, and when founded?

X. Y. Z.

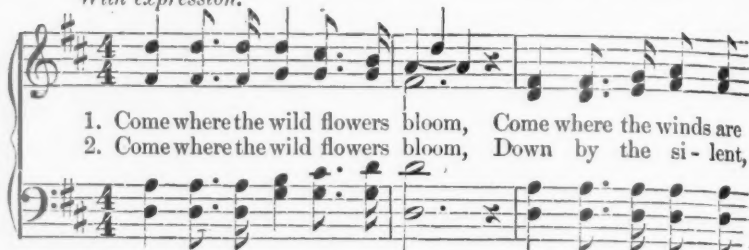
Answer.—Harvard College, now Harvard University, was the earliest institution of learning in the United States, and on the continent of North America. In 1631 the English colonists began a plantation three miles from the mouth of the Charles river, and called it "New Towne." In 1636 the Colony court agreed to give £400 "towards a Schoole or Colledge," £200 to be paid in 1637, and £200 when the building was completed. In November, 1637, "the colledge," was ordered to be at Cambridge, the name of the colony being changed from "New-Towne." In March, 1638, it was founded and ordered to be named "Harvard College," on account of a legacy left, of £800, by Rev. John Harvard, who also left, by will, his library of 300 volumes to the new institution. The "college" charter of 1650 declared the object to be "the education of the English and Indian youth of this country in knowledge and godlyness."

COME WHERE THE WILD FLOWERS BLOOM.

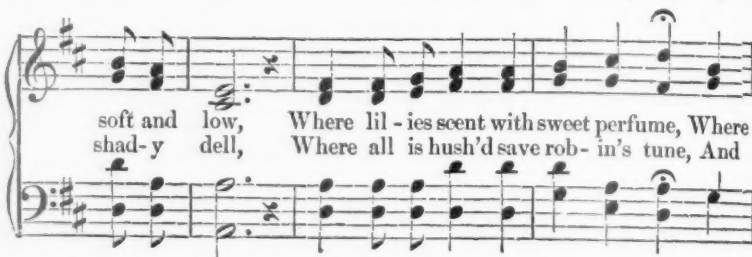
Words by C. A. SPONSER.

Music by H. GIPE.

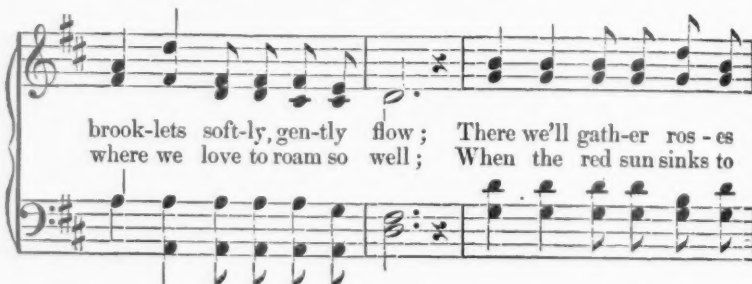
With expression.



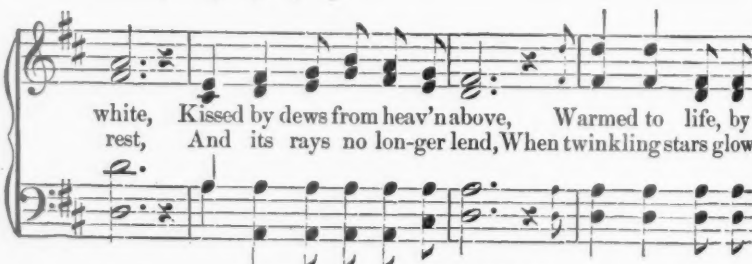
1. Come where the wild flowers bloom, Come where the winds are
2. Come where the wild flowers bloom, Down by the si-lent,



soft and low, Where lil-ies scent with sweet perfume, Where
shad-y dell, Where all is hush'd save rob-in's tune, And



brook-lets soft-ly, gen-tly flow; There we'll gath-er ros-es
where we love to roam so well; When the red sun sinks to

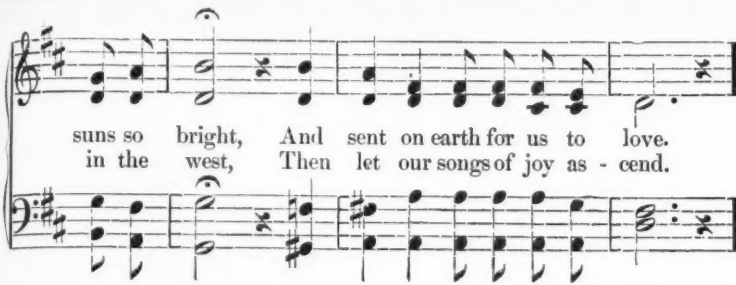


white, Kissed by dews from heav'n above, Warmed to life, by
rest, And its rays no lon-ger lend, When twinkling stars glow

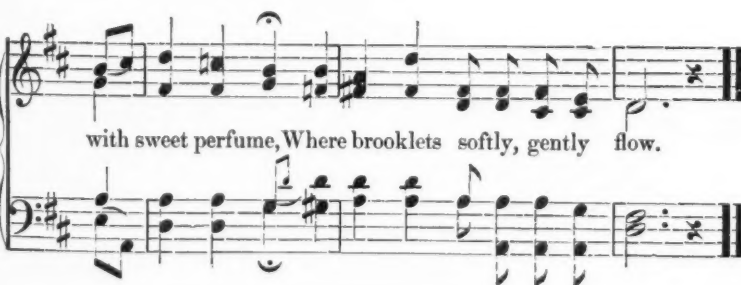
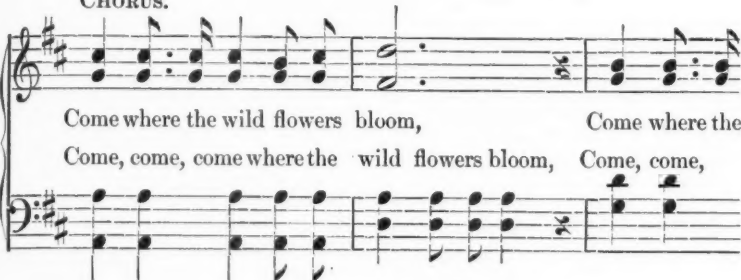
Copyright, 1885, by W. H. SHELLEY.

Taken from Fountain Song Book No. 1, by permission of A. FLANAGAN, Publisher, Chicago, Ill.

The first brick building on the grounds had rooms for twenty of the aborigines, and was called "the Indian college." In this building was printed the Apostle Eliot's translation of the Bible into the language of the natives, primers, grammars, tracts, etc. Several young Indians were members of the college, but only one ever graduated. This college and university has always been supported and endowed by the benefactions of its friends. Its invested funds are about four million dollars. The number of its alumni, in all departments, is probably more than 15,000.



CHORUS.



The second college in the United States was William and Mary's in Virginia, in 1693. In 1700 Rutgers College was established at Brunswick, N. J.

The fourth college was Yale, now at New Haven, Conn., in 1700, as the collegiate school of the colony of Connecticut. Its charter was granted in 1701, and was renewed and made more liberal in 1745. It was organized at Saybrook

and removed to New Haven in 1716. Its first rector (now called president) was Rev. Abraham Pierson, who served from 1701 to 1707.

W. J. Cord, Dentist, 1325 Washington Ave., (cor. 13th St.) Bridge work, \$6.00 a tooth; gold filling, \$2.00; all other filling, \$1.00. Everything first-class. Hours, 8 to 6; Sundays, 9 to 3.

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A warm bath with Cuticura Soap, and a single application of Cuticura, the great skin cure, afford instant relief, permit rest and sleep, and point to a speedy cure in every form of torturing, disfiguring skin humors.

Sold throughout the world. British depot: NEWBURY, London. POTTER DRUG & CHEM. CORP., Boston, U.S.A.

A BOY'S BELIEF.

It isn't much fun a-living
If grandpa says what's true,
That this is the jolliest time o' life
That I'm a passing through.
I'm afraid he can't remember,
It's been so awful long,
I'm sure if he could recollect
He'd know that he was wrong.

Did he ever have, I wonder,
A sister just like mine,
Who'd take his skates, or break his kite,
Or tangle up his twine?
Did he ever chop the kindling,
Or fetch in coal and wood,
Or offer to turn the wringer?
If he did, he was awful good.

In summer, it's "weed the garden;"
In winter it's "shovel the snow,"
For there isn't a single season
But has its work, you know.
And then, when a fellow's tired,
And hopes he may just sit still,
It's "bring me a pail of water, son,
From the spring at the foot of the hill."

How can grandpa remember
A fellow's grief or joy?
'Tween you and me, I don't believe
He ever was a boy.
Is this the jolliest time o' life?
Believe it I never can;
Nor that it's as nice to be a boy
As a really grown-up man.

—Harper's Young People.

SUMMER LATIN SCHOOL

Drake University, Des Moines, Iowa, maintains a nine weeks Summer Latin School, beginning June 24, for the benefit of students preparing for college, and for teachers who may wish to acquire Latin during vacation.



MOTHER GOOSE AND NUMBERS.

If the old woman who lived in a shoe had twelve children, and five fell out of the shoe, how many had she left?

If little Jack Horner had five Christmas pies, and ate three, how many were left?

If there were four and twenty black-birds baked in a pie, and eleven were eaten, how many were left?

If Little Po-Peep had eleven sheep and lost six, how many did she bring home?

If it is eleven miles to Branbury Cross, how many miles there and back?

If the mouse ran up the clock once every hour, how many times did she run up in a day?

Mistress Mary quite contrary has in her garden 4 silver bells, 6 cockle shells, and 3 columbines. How many has she in all?

If each of the three little kittens lost all its mittens, how many mittens were lost?

If old King Cole called for fiddlers three, and then called for as many more, how many did he call for?

If the Black Hen lays an egg every day, how many will she lay in a fortnight?

If one pie cost a penny how many could Simple Simon buy for a dime?

If old Dame Trot had thirteen eggs in her basket and broke six, how many were left?

If Jack went up the hill eight times and Jill seven times, how many times did both go up?

If it takes three pecks of barley meal to make a bag pudding, how many pecks will it take to make three puddings?

If Johnny Jump-up earns a penny a day how much money will he earn in a week?

If there are six sheep in the meadow and five cows in the corn how many animals altogether?

Old Mother Hubbard went to the cobbler to buy shoes for her dog. How many shoes did she buy?

If pussy fell in the well twice every day how many times did she fall in in a week?

If Jack Dandy paid seven cents for plum cake and eleven for sugar candy, how much did he spend?

If little Tom Tucker sang for his supper every night how many times did he sing in a week?

If one black sheep has three bags of wool, how many bags will three black sheep have? —*The Primary School.*

Practice Work in Multiplication

WE may call it practice-work, we may call it drill, or we may call it review. But by whatever name we designate it, the fact remains that it is the necessary repetition which is an inexorable law of retention in memory. The pupil sees that six sevens of anything are forty-two; he understands it perfectly; yet if he does not repeat it several times to-day and to-morrow, and the day after that, and the day after that, it slips from his mind. There are few things more trying to a teacher in the upper grades than to find that pupils fail to master difficult problems, merely because they cannot multiply correctly. They feel that they have a just grievance if they must drill the class on multiplication tables. It is unfortunately true that if the habit of guessing at products is formed it is more difficult to impress the correct result upon the mind than it would have been at first. So it devolves upon those teachers who first present multiplication to endeavor to make such an indelible impression that if a pupil is asked the product of 6 times 9, he will answer 54 as promptly and unerringly as he would say "dog," if asked what d, o, g, spells.

When the table has been developed by the class, nothing remains but to give them plenty of wise practice, so that they may rapidly give results consecutively in tables or promiscuously. There is wisdom in varying the form in which the work is presented. Among the many devices for giving variety, is one which may be called "filling boxes" or squares. As it may not be familiar to some whose classes are "practicing" multiplication, we will give it.

Suppose your class is learning the fours. You may say, "We will try our tables a new way to-day. Copy this:

"TAD AND ME"



The point of every **TADDELLA** pen is ground by hand. The smooth, even, easy stroke thus secured cannot be matched by the ordinary machine Stamp-pen.

Sold in 25 cent and \$1.25 boxes. Samples 29 styles, 10 cents. **TADDELLA PEN CO.**, 74 Fifth Ave., New York.

	1	2	3	4	5	6	7	8	9
1									
2									
3									
4									

We will call the little squares boxes and try to fill them with numbers. Let us take a number on the left hand side for the multiplier. We will multiply the numbers at the top.

We will place the products in the row of boxes even with the multiplier; each product being in the box directly under its multiplicand. This time we will multiply by 4. Who knows where to put the product of 4×1 ? of 4×2 ? etc.

When 4×9 is reached one row will be filled, and looks like this:

	1	2	3	4	5	6	7	8	9
1									
2									
3									
4	4	8	12	16	20	24	28	32	36

Now multiply all the numbers at the top by 3. Now by 2. Then the boxes look like this:

	1	2	3	4	5	6	7	8	9
1									
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36

Next tell the pupils to fill only the boxes in which a cross is placed.

This is the way it looks on the black-board:

	1	2	3	4	5	6	7	8	9
1			x		x		x		x
2	x		x		x		x		x
3		x		x		x		x	
4	x		x		x		x		x

This is the way, when completed, it looks on the pupils' slates:

	1	2	3	4	5	6	7	8	9
1		2		4		6		8	
2	2		6		10		14		18
3		6		12		18		24	
4	4		12		20		28		36

The advantage of such devices is that it relieves the wearisome sameness in unvarying long lines of tables. The device may easily be worn threadbare, but if used at intervals, the children will show a live interest in finding what numbers belong in those little boxes.—*Indiana School Journal.*

THINKING EXERCISES FOR SMALL FOLKS.

1. When a number of sheep are seen together the collection is called a *flock*, a number of cows, a *drove*, etc. Give the term applied to a collection of ships; of girls; of wolves; of thieves; of angels; of porpoises; of buffaloes; of partridges; of beauties; of ruffians; of rubbish; of oxen; of whales; of worshippers; of engineers; of rubbers; of people; of pigs; of geese; of swimmers.

2. The meat of sheep is called mutton.

Give the name of the meat of cows; of pigs; of squirrels; of ducks; of deer; of horses.

3. Give two other names for pantaloons; for rooster; for water; another word for cows; for church; for boy; for girl; for whiskey; for son; for moon; for second crop (of hay;) for drunk. Do these words mean exactly the same, if not explain the difference.

What are the people called who live on the opposite side of the globe? The point overhead is called the zenith? What is that under foot, or opposite the zenith? Repeat the alphabet backward. Repeat the Lord's prayer exactly as its given in the Bible. Write from memory the figures, which are found on the face of a watch. You have seen them a hundred times and yet you cannot give them. You have not looked sharply enough.

We will publish the name of any reader, who can answer all of these at first sight, and report to us.

—Selected.

WHAT ARE OUR CHILDREN SAYING?

A PRIMARY Sunday-school teacher was telling her class of a little girl who always thought that "Jesus loves even me," was "Jesus loves Eve and me," and she called it "Adam's Song."

A washermoman's little girl used innocently to sing, "We shall come rejoicing bringing in the sheets" (sheaves).

Some of my own pupils in a negro school in the South, sang, "Keep Susy right," instead of "Keep to the right."

A little fellow went singing about the house a song learned at school:

"Work makes us cheerful and happy,
Makes us bobative and strong."

Being asked to listen more carefully for the words, he came home elated, satisfied that now he had it right. The new version was:

Makes us go-active and strong."

Weeks later, the mother learned that the words intended were:

"Makes us grow active and strong."

"Go-active" was not so bad, but what sort of an idea could a child have of

work which made him bobative?"

When the children were rehearsing the Columbus Day songs, one boy sang, "O Columbus the Germany ocean, while, at his side, another sang of "the germ in the ocean."

A little neighbor of mine was wont to sing "Go view the land, sweep through the land," for "O Beulah land, sweet Beulah land!"

Children were asked to name some song which they would like to sing, and a little German girl raised her hand and asked for the "Bologna song." The teacher, not having the remotest idea what the child meant, asked if she could remember other words in the hymn. "Yes: there was 'dangerous'—I remember that." With these small findings, the desired hymn was discovered to be one in which occur the words, "Though thy pathway be lonely and dangerous too."

A friend has told me that as a child she recited "the sea and all the tinnimies." She wondered but never dared ask, what the "tinnimies," were and only in later years learned about "the sea and all that in them is."

"On these two hang all the law and the prophets" was very puzzling to a childish mind which could never quite grasp the peculiar gymnastic feat whereby the "law and the prophets" were suspended on "these two."

—Selected.

Home's not merely four square walls,
Though hung with pictures nicely gilded;

Home is where affection calls,
Filled with shrines the heart hath builded.

Home! go watch the faithful dove
Sailing 'neath the heavens above.
Home is where there's one to love
Home is where there's one to love us.

Money for Everyone!

I can't understand why people complain of hard times, when any woman or man can make from \$5 to \$10 a day easily. All have heard of the wonderful success of the Climax Dish Washer; yet we are apt to think we can't make money selling it; but anyone can make money, because every family wants one. I made \$178.26 in the last three months, after paying all expenses and attending to my regular business besides. You don't have to canvass; as soon as people know you have it for sale they send for a Dish Washer. Address the Climax Mfg. Co., Columbus, Ohio, for particulars. Go to work at once, and you will very soon have a full pocket book and a light heart. I think it a duty to inform each other of such opportunities, and I also think it a duty to improve them while we may. Try it at once, and publish your experience so others may be benefited.

Intermediate.**LESSONS ON ANIMALS.****OUTLINE.**

I. As a Whole.—Size, color, covering, habits, home, use.

II. Parts—Name, movement, use and adaptation to use.

Observe; record by words and drawings; describe orally and in writing; compare with other insects previously studied.

THE GRASSHOPPER.

A common insect, found everywhere in the grass; green, yellow, or brown; having a tube-like body from one to two inches long (according to specimen seen). This body is in three parts:

HEAD.—The head is long and narrow, moves very easily. There are two large compound eyes on the sides of the head. Use microscope, if possible. A pair of jointed feelers is attached to the head. There are two pairs of mouth-parts.

THORAX.—The thorax is in three bands; it seems almost flat above and below. Two pairs of wings are attached to the thorax. The outer pair are long, narrow and stiff, covering the inner; the inner wings are thin and delicate, and folded like a fan. These are of different colors.

Some have a bright orange band at the edge. These inner wings are used in flying. There are three pairs of legs, one pair attached to each segment. The hind legs are long, pointed, stiff, and used for jumping.

ABDOMEN.—The abdomen is long and slender, made of segments. In the sides of the segments or rings are openings showing the ends of the breathing-tubes.

HABITS.—Grasshoppers feed upon the grass and leaves where they are found. They deposit their eggs in the ground or on twigs. The young have not full grown wings.

Why do children say:

Grasshopper, grasshopper, grasshopper gray,
Give me some molasses and I'll let you stay?

—Sarah L. Arnold in *Waymarks for Teachers*.

LANGUAGE LESSON ON PREPOSITIONS.

You may read these sentences: The pudding is in the pot. The cover is on the pot. The stove is under the spot.

The steam is above the pot. The fire is beneath the pot. The pipe is behind the pot. The chair is before the pot. The kettle is beside the pot.

Which are the most important words in these sentences? You think pudding and pot are important, but not the other words? How about in?—not important? Then I will erase it. What word shall I erase from the second sentence?—the third?—etc. (Erase all the prepositions). Now we will read the sentences without those unimportant words. The pudding is the pot. The cover is the pot, etc., etc., etc.

What?—they won't do without the little words?—then I will put them back. Tell me what they were. (Write the prepositions as the pupils recall them in another part of the board). Now tell me about this little word *in*,—it is so very little—it doesn't matter which sentence I put it in, does it? No? Then I will put it here in the fifth sentence; (etc., etc., etc.) Now read the sentences:

The pudding is under the pot. The cover is beneath the pot. The stove is above the pot. The steam is behind the pot. The fire is in the pot. The pipe is before the pot. The chair is beside the pot. The kettle is over the pot. What?—that won't do either? You are very hard to please. *Must* the little words be put in the right places? Then help me untangle this dreadful piece of confusion. Where should the pudding be?—and the cover? etc., etc., etc.—*Selected*.

Exercises in Pronunciation.

- | | |
|--------------------|---------------------|
| 1. Plagiary (2). | 6. Plaque (3). |
| 2. Plague. | 7. Plaster. |
| 3. Plaid. | 8. Plastic (2). |
| 4. Plait. | 9. Plateau. |
| 5. Planchette (2). | 10. Platina (2). |
| 1. Platinum (2). | 6. Pleiad. |
| 2. Platitude. | 7. Pleiades. |
| 3. Plausive. | 8. Plenary. |
| 4. Playful. | 9. Plenipotentiary. |
| 5. Plebeian. | 10. Plenitude. |
| 1. Plentiful. | 6. Pneumatic. |
| 2. Plethora. | 7. Poem. |
| 3. Plethoric (2). | 8. Poignancy. |
| 4. Plume. | 9. Polaris. |
| 5. Pluto. | 10. Polemist. |

A Tonic

For Brain-Workers the Weak and Debilitated.

Horsford's Acid Phosphate

is without exception, the Best Remedy for relieving Mental and Nervous Exhaustion; and where the system has become debilitated by disease, it acts as a general tonic and vitalizer, affording sustenance to both brain and body.

Dr. E. Cornell Esten, Philadelphia, Pa., says: "I have met with the greatest and most satisfactory results in dyspepsia and general derangement of the cerebral and nervous systems, causing debility and exhaustion."

Descriptive pamphlet free.

Rumford Chemical Works, Providence, R. I.

Beware of Substitutes and Imitations.

- | | |
|-------------------|-------------------|
| 1. Politic. | 6. Polynesia. |
| 2. Polka. | 7. Pomade. |
| 3. Polonaise. | 8. Pompei. |
| 4. Polygamist. | 9. Pompeia. |
| 5. Polygenous. | 10. Pompeii (2). |
| 1. Poniard. | 6. Portent. |
| 2. Porcelain (2). | 7. Portentious. |
| 3. Porpoise. | 8. Portfolio (2). |
| 4. Porridge. | 9. Portiere (2). |
| 5. Portemonnaie. | 10. Portrait. |

How to Get a Tokology Free.

The *American Journal of Education* has for some time been advertising and recommending **Tokology** as a book for every woman, but in these times of financial depression the complaint comes from many who desire the book and its value, that \$2.75 is too much to pay for it.

We are authorized to tell you that, although the price of the book is not reduced and cannot be from the fact that the sale of the work is largely through agents, still if you write to **ALICE B. STOCKHAM & Co., Chicago**, you will learn how to get a **Tokology** free. Send a postal card only.

WANTED—Teachers and students who desire to add substantially to their incomes during the summer vacation to write us. Wages, \$3 to \$7 a day. Pay every week. Central Supply Co., Cincinnati, Ohio.

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Superintendents!

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wisdom, scholarship and experience
of eminent and successful educators.
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YOU CANNOT AFFORD NOT TO KNOW THEM.

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 - (a) Size.
 - (b) Where found.
 - (c) Use.
 - (d) Parts.
 - 1. Name.
 - 2. Description.
 - (e) Habits.
2. A Country.
 - (a) Location.
 - (b) Products.
 - (c) People.
 - (d) History.
 - (e) Places of interest.
 - (f) Special mention.
3. Articles of Manufacture.
 - (a) Raw material.
 - (b) Description and where found.
 - (c) Kinds.
 - (d) Process of Manufacture.
 - (e) Where manufactured.
 - (f) Uses.
4. Plant.
 - (a) Name.
 - 1. Root.
 - 2. Stem.
 - 3. Leaf.
 - 4. Flower.
 - 5. Fruit.
 - (b) Parts.
 - (c) Use.
 - (d) Where found.

5. A Person.

6. Storm.

7. A Journey.

- (a) Birth.
 - 1. Time?
 - 2. Place.
- (b) Parents.
 - 1. Nationality.
 - 2. Circumstances.
- (c) Childhood.
- (d) Education.
- (e) Traits of character.
- (f) Events of life.
- (g) Influence upon associates and the world.
- (a) Time.
- (b) Place.
- (c) Character.
- (d) Extent of destructiveness
- (e) Incidents.
- (a) Place and time of starting
- (b) Objects of trip.
- (c) Mode of travel.
- (d) Route.
 - 1. Country.
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- (e) People.
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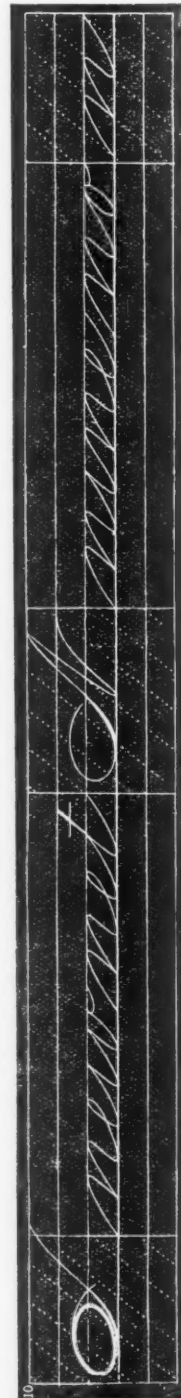
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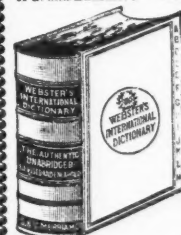
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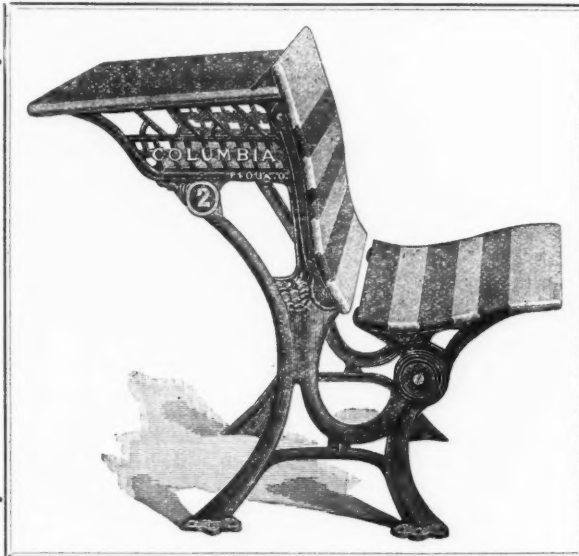
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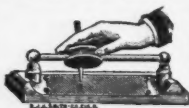
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